DOCUMENT RESUME

ED 359 113 SO 022 959

TITLE	Educational Research in Malmo. Reprints and Miniprints, No. 756.
INSTITUTION	Lund Univ. (Sweden). Malmo School of Education.
REPORT NO	ISSN-1100-3391
PUB DATE	Oct 92
NOTE	22p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Doctoral Programs; *Educational Research; Foreign Countries; Higher Education; Researchers; *Research Universities; *Teacher Education Programs
IDENTIFIERS	*Lund University (Sweden)

ABSTRACT

Research and development related to educational problems, teacher training, and researcher training are the principal activities of the Department of Educational and Psychological Research at the Malmo School of Education, University of Lund, Sweden. Research areas include: subject matter research; teacher and personnel research; adult education; student oriented research into the cross-curricular goals of the school system; and student oriented research focusing on students with special needs. The department produces a differentiated system of reports and publications addressed to different target groups: (1) works directed at an international audience of researchers; (2) text manuals aimed specifically at Nordic researchers; (3) research reports and bibliographic information directed at Nordic researchers and teacher trainers; (4) summaries, research articles, and experimental versions of study reports intended for teachers, student teachers, and teacher trainers; and (5) article offprints, compendiums, and so on directed toward varying audiences. Research training at Malmo culminates in a doctoral program containing the principal components of theory and methods, special topic courses, individual readings in general and specialized areas, and thesis work. The document includes information on obtaining further information and lists examples of current projects as well as some of the school's English language reports and publications. (SG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SO

ED359113

reprints and miniprints
from
Department of Educational and Psychological Research
Malmö School of Education - University of Lund
No. 756

EDUCATIONAL RESEARCH IN MALMÖ

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ÅKE BJERSTEDT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 022 959

October 1992

EDUCATIONAL RESEARCH IN MALMÖ

A brief presentation of the research program and publication system of the Department of Educational and Psychological Research at the Malmö School of Education, Sweden

The main activities of the Department of Educational and Psychological Research in Malmö are research and development work related to educational problems, researcher training in education and teacher training. This presentation gives a brief outline of the research program and publication system of the department. In addition, examples of recent reports and publications in English are listed.

Keywords: Documentation, education, educational research: overviews, research program, Sweden, university.

GENERAL INFORMATION

At present there are nine main departments for educational research in Sweden: three in Stockholm and one each in Gothenburg/Mölndal, Linköping, Lund, Malmö, Umeå and Uppsala.

The Malmö School of Education was the second of its kind to be founded in Sweden, and the Department of Educational and Psychological Research started its work here in 1962. The 1977 reform of higher education in Sweden made the School of Education part of the University of Lund.

The main tasks of the department are research and development work associated with educational problems, training of researchers in education, and teacher training.

Like most similar institutions in Sweden, the Department at Malmö has a small basic research organization. There are two professorships in education: one held by Åke Bjerstedt (since 1962); the other one by Ebbe Lindell (1973-1990) and Horst Löfgren (since 1990). In addition, there are a research coordinator, a research associate, and a resource allocation for departmental assistants. Project researchers engaged on a short-time basis (project leaders, researchers and assistants or experts) often constitute a considerably larger group, but a group that may vary over time. Thus a large part of the research has been conducted in the form of projects financed by external grants from various sources, such as the Swedish National Agency of Education.

RESEARCH PROGRAM

For several years we have been able to group the research and development projects in the department roughly and informally into five main categories: subject-matter research, teacher or personnel research, student-oriented research, environmental and organizational research, and research into research and research information. The researchers usually collaborate in informal research groups, and a group of this kind will often concentrate mainly on one of the five research areas mentioned. However, research groups and project categories do not correspond.

In the following notes we will give some glimpses both of the kind of research that our department has carried out in the past and of work in progress. We have chosen to restrict this presentation to very brief charac-

terizations, but for each area we mention people to contact for more information.

Subject-matter research
Contact persons: Barbro Eneskär, Ebbe Lindell, Tor Hultman

Research in this area has, among other things, aimed at studying pedagogical questions, particularly those relating to teaching methods, in individual school subjects or in other specific fields of knowledge. This research focus has long been well represented in our department and has sometimes entailed close cooperation with other departments of the School of Education. Ebbe Lindell and his associates are among those who have taken an especially active interest in this type of research, particularly with regard to language teaching.

For example, Ebbe Lindell has been engaged in making an inventory of the fairly comprehensive research and development undertaken in Sweden with reference to the teaching of Swedish in schools *("Swedish 70")*. Barbro Eneskär has carried out longitudinal studies of various language skills among children *("On children's language")*, the purpose of which has been threefold: to describe the language skills of children of different ages (4, 5, 8 and 10 years), to study connections between different types of language skill (pronunciation, vocabulary, sentence structure, etc.) and to elucidate connections between language skills and certain background factors. We hope that such comprehensive explorations will enable us better to understand, prevent and rectify language difficulties among children. - The results of this work have also led to new research projects (carried out by Judith Johansson and Ann-Katrin Svensson) dealing with *parental participation in the early language stimulation of children.*

The construction, try-out and follow-up of standardized achievement tests in various school subjects were earlier handled centrally by the Swedish National Board of Education. During recent years the development of standardized tests in Swedish has been the task of the Malmö School of Education; Barbro Eneskär, Tor Hultman and Ebbe Lindell are among those who have been involved in this work and related research tasks.

The department has also taken part in the international evaluation of written composition *("IEA Written Composition");* the project leader for this work in our department has been Gert Löfqvist. The extensive material collected within the IEA project from 14 countries is now available for

further analyses. On the basis of these data, Horst Löfgren has made a comparative study between some of the countries concerning the relationships of pupils' sociocultural background, instruction in school and writing achievement.

Over the years, our department has also carried out a considerable amount of research into *teaching and learning mathematics* (various projects headed by Ingrid Holmberg, Inger Larsson, Olof Magne and Ingvar Werdelin). Olof Magne has developed a taxonomy for mathematics instruction based on a task-process model. Leif Hellström has been especially interested in innovation processes within this field as well as in student grouping in the teaching of mathematics at the senior level of the comprehensive school. A group of teacher educators and researchers (headed by Bertil Gran) is studying the development of pupils' mathematical thinking and problem solving.

Other people who have been involved in various kinds of research in the subject-matter area are, for example: Gustav Helldén, Bernt Larsson, Carin Lindsten, Ann Martinsson, Sven-Åke Selander and Lars Sjödahl.

Teacher and personnel research; adult education
Contact persons: Kurt Gestrelius, Bertil Gran, Urban Nilsson

It is natural for a teacher-training establishment to devote some of its research to the conditions of teacher education and also to the role of the teacher educator. Several researchers have been involved in various ways, for example: Bernhard Bierschenk, Åke Bjerstedt, Lennart Fredriksson, Christer Fritzell, Kurt Gestrelius, Bertil Gran, Pekka Idman, Per Sundgren and Lennart Wiechel. Among other things, this work has focused on *role analysis and role training* as well as on *processes of perception and interaction in teaching situations*.

Related to this field, but with several developments in independent directions, is the department's work on problems in *adult education*. Kurt Gestrelius has made a long series of contributions in this area, for example in projects dealing with present and future *structural transformations within trade and industry* as well as the interplay between these changes on the one hand and adult education policies on the other.

During the last few decades, adult education has expanded its domain in several directions. For instance, research has been carried out on the organizational realization of the concept of lifelong learning and problems

of how to connect educational activities to the social care and nursing of various groups suffering from functional impairment. Urban Nilsson has been involved in projects dealing with *educational needs of the elderly* (65 years and above) and so-called educational *mental stimulation for the elderly confused.*

Student-oriented research: Cross-curricular goals of the school system

Contact person: Åke Bjerstedt, Annelis Jönsson

For many years now, our department has taken a considerable interest in charting the attitudes, skills and behavioral dispositions of school students which are relevant to the cross-curricular goals of the school system, and in studying, by various means, the opportunities of schools to pursue goals of this kind. This group of projects, mainly conducted by Åke Bjerstedt and his associates, has included research on *creativity* in school, *social training and development* in school, *student democracy* and participation, and attitudes toward equality. Within the equality project area, for example, Lena-Pia Lindholm and Lennart Wiechel have studied *sex roles*, and Bereket Yebio has examined the possibilities of schools to develop *global perspectives*.

In the project *"Preparedness for the future as an educational goal"*, students' ideas concerning the future have been studied and viewpoints collected from various groups of school observers concerning the steps which schools could take in order to prepare their students more efficiently to cope with and shape an uncertain future.

"Preparedness for peace" is the umbrella term for a set of studies related to peace education in school (Åke Bjerstedt in cooperation with Gunnel Ankarstrand-Lindström, Sture E. Svensson, Bereket Yebio and others). The general aim is to increase our knowledge of possible ways of helping children and young people at school to deal constructively with questions of war and peace. The work involves a variety of tasks, for example: (a) An inventory and analysis of experience of peace education in different countries; (b) Studies of conceptions (conceptions of peace and war, enemy images etc.) among children and young people; (c) Documentation and development work focusing on practical ways in which schools can organize peace-oriented activities.

Other researchers who have worked with these topics in the department

include, for example, Göran Hansson, Pekka Idman, and Elisabeth Jernryd. Ebbe Lindell's work on *"violence in entertainment"* should also be mentioned in this context.

An increasing part of socialization is carried out by *mass media* above all TV and video. Annelis Jönsson has been involved in studies concerning the role of mass media for children's school achievement and how school can make use of TV and video and stimulate children to become more conscious and critical viewers. The use of mass media among children in disadvantaged areas and among mentally retarded children has also been studied.

Multicultural and intercultural education has been highlighted in international publications and in courses for graduate students and in-service courses for teachers. Contact person: Lars Henric Ekstrand.

Student-oriented research: Students with special needs
Contact persons: Lars Henric Ekstrand, Horst Löfgren, Jerry Rosenqvist

Student-oriented research can also be said to include projects concerning groups of students in need of special support and stimulation. Within this area, cultural and cross-cultural aspects have been studied.

The development of *deaf students* has been studied by Kerstin Nordén, Kerstin Heiling and Anna-Lena Tvingstedt. The studies, which are partly based on video recordings, deal with the learning processes and personality development of deaf children. The advantages and disadvantages of integrating children with serious hearing impairments into ordinary classes have also been investigated. A follow-up study was recently started of 215 persons with impaired hearing, born 1961-1971, who had earlier participated in a study while attending compulsory school.

The function of schools for the *mentally retarded* has been studied in a labour-market perspective by Jerry Rosenqvist. The living conditions of former students at schools for the mentally retarded are investigated in a follow-up study. A recent focus is upon the "integration" of pupils with mental retardation: An evaluation of theory and practice. These studies involve an investigation of the educational process in classrooms with individually integrated pupils with mental retardation, a study of teachers' preparedness to take care of such pupils, and theoretical analyses of the concept of integration.

Immigrant students and *bilingual children* have been studied by Lars

Henric Ekstrand and Horst Löfgren as well as by graduate students under their supervision.

A large comparative study between different immigrant groups and a sample of Swedish students has been carried out one year after they completed the Swedish 9-year comprehensive school. A follow-up study of all the students four years later has recently been carried out. Most of the 16,000 students have attended the upper secondary school. An important objective is to try to look at the development of the immigrant students in an overall perspective and to seek potential causal relationships between some chosen background factors, the student's home environment, language usage, home-language instruction and study success.

The impact of *cultural factors* on child development and child rearing values has been investigated by Gudrun Ekstrand, Lars Henric Ekstrand and others. Gudrun Ekstrand has compared the situation of children in Sweden and India. This research has also involved the development of epistemological and metamethodological theories and models.

Students in developing countries are the targets of projects under the umbrella name of "Children in the Third World". *"Children in India"* has included an exchange of visits between India and Sweden, a sister-school program, a model pre-school in Bhubaneswar, Orissa and a teacher training center in Baripada, Orissa. Lars Henric Ekstrand is the contact person. *"Children in Kenya"* is a similar project headed by Horst Löfgren. The main aim is to design an integrated program for nutrition, health care/health education and pre-school education in rural areas in Kenya. This program is designed, implemented and evaluated in collaboration with colleagues from Kenyatta University College and the University of Nairobi. Several departments at the Malmö School of Education and other units of Lund University are engaged in this project.

New branches of research on cultural factors are studies of *cultural mentality* and *existential attitudes*. These studies aim at quantitative cross-cultural comparisons of adult subjects. Data on a set of questionnaires have been collected from subjects in India and Sweden.

The "Children in India" programme has developed into studies in *development work in general*. Reports have been published regarding the Indian setting on "introducing alternatives to fuel wood as a pedagogical problem", "the future of non-formal education for women", and "the social dimensions in social forestry". An ongoing study requested by the Social Forestry project in Orissa is concerned with analysing and proposing ways to obtain *sustainability* in development projects.

Environmental and organizational research
Contact persons: Bertil Gran, Horst Löfgren

Our department has been engaged in a series of research projects concerned with issues of organization, buildings and the working conditions in school and pre-school. In many cases, the research has centered on problems related to co-operation between different groups: between teachers at different levels, between schools and homes or between schools and working life. Several of the projects have involved close collaboration with local experimental and development work, especially in the municipality of Malmö.

Among other things, work in this area has dealt with *"Pre-school – primary school in co-operation"* (Birgitta Gran, Anita Wiechel), with *"Schools – homes – leisure"* (Bertil Gran, Bengt E. Svensson), and with *"Multipurpose pre-school institutions and leisure centers"* (Barbro Hedlund, Marjanna Berg-de Jong). Further research about the relation between organization and building lay-out in schools and pre-schools is carried out by Marjanna Berg-de Jong.

Horst Löfgren has been involved in research and development projects concerning the *working situation in schools*. Using a conceptual model of occupational stress, he has examined the situation of school teachers and administrators. In addition, the work environment of senior level students has been investigated.

Inventory and analysis of research
Contact persons: Åke Bjerstedt, Annelis Jönsson

Research documentation and research into research have been dealt with in the department in various ways over the years. Åke Bjerstedt has edited a number of *bibliographies* on educational research in Sweden (now covering the period 1969-1989) and two surveys of educational and psychological research in Sweden published in English (1955-1980).

Ebbe Lindell and Annelis Jönsson have been involved in the project *"Meta analyses"* (with co-workers in some other research departments). The main aim has been to clarify the possible influences on pupils from various aspects of schooling in relation to social background and individual characteristics. The focus of the project is on the Swedish school system, and the work involves surveys and analyses of Swedish school research.

RESEARCH REPORTING

Our department has developed a differentiated system of reports and publications addressed to different target groups. The structure of the report system is shown in Box 1. Altogether, the department publishes nine series of A4 reports, two series of books, three minor journals and two series of "reprints and miniprints". Åke Bjerstedt is the chief editor of these publications.

Some information takes the form of more exhaustive reports. Reports of this kind are most often published in the series "Pedagogisk-psykologiska problem", where about 570 issues have appeared to date.

There are two general series of reports in English: "Didakometry" (specializing in reports on didactic and evaluative problems) and "Educational and Psychological Interactions" (dealing with a broader field of studies, often with a psychological or sociological approach). English articles and bibliographical surveys are included in the journal-type publication "Didakometry and Sociometry".

As part of his work as executive secretary for PEC (an international network on peace eduction related to the International Peace Research Association), Åke Bjerstedt edits three publication series related to this problem area: "Peace Education Reports", "Peace Education Miniprints" and the journal "Peace, Environment and Education". Occasional reports in German have a series of their own ("Didakometrie und Soziometrie").

Research monographs in various languages, especially Ph.D. theses, are published in the series of volumes entitled "Studia psychologica et paedagogica", which has been issued in collaboration with three departments in Lund.

In addition, our department has aimed at communicating with a somewhat wider readership of teachers and student teachers. To this end, we began to publish a series of books for information and discussion, entitled "Pedagogisk orientering och debatt" (Educational Information and Debate) as early as 1963. The department also publishes a small journal called "Utbildning och utveckling" (Education and Development) and a series of reports presenting experimental versions of instructional materials etc. ("Pedagogiska hjälpmedel"). Many of the issues in the series called "Särtryck och småtryck" (Reprints and Miniprints) are also addressed to a wider audience and contain short summaries of results obtained. About 750 issues of this series have now appeared.

Box 1. Sixteen series of reports and publications

Primary target	Title of series, initial year	Contents	Form	No. of reports etc.
International audience: researchers	"Didakometry", 1964	Reports concerning didactics and evaluation	A4 reports ("red series")	73
	"Educational and Psychological Interactions", 1964	Reports with psychological-sociological orientation	A4 reports ("light green series")	112
	"Didakometrie und Soziometrie", 1967	German-language research surveys	A4 reports ("blue series")	37
	"Didakometry and Sociometry", 1969	Research articles, abstracts etc.	Journal-type issues (blue)	
	"Studia psychologica et paedagogica" (in cooperation with Lund university)	Research monographs, research surveys	Books	(56)*
	"Peace Education Reports", 1990	Reports on peace education	A4 reports ("dark green")	5
	"Peace Education Miniprints", 1990	Brief reports on peace education	A5 issues ("dark green")	32
	"Peace, Environment and Education", 1990	Articles, newsletter information	Journal-type issues (green)	
Nordic audience: researchers	"Testkonstruktion och testdata", 1967	Test manuals	A4 reports ("brown series")	47
Nordic audience: researchers, teacher trainers	"Pedagogisk-psykologiska problem", 1964	Research reports within different areas	A4 reports ("yellow series")	570
	"Pedagogisk dokumentation", 1971	Bibliographical information, abstracts etc.	A4 reports ("orange series")	115

Box 1. (Continued)

Nordic audience: teachers, student teachers, teacher trainers	"Pedagogisk orientering och debatt", 1963	Summarized information, debates, textbooks	Books	97
	"Utbildning och utveckling", 1969	Research articles etc.	Journal-type issues (red)	
	"Pedagogiska hjälpmedel", 1971	Experimental versions of study materials used in R&D work etc.	A4 reports ("violet series")	47
Varying audience:	Reprints and Miniprints, 1965	Offprints of articles; brief reports	A5 issues	755
	Compendium Series, 1966	Compendiums on varying areas	A4 reports ("white series")	41

* Refers to the monographs from the Malmö department since 1972.

"Testkonstruktion och testdata" (for testing manuals etc.) and "Pedagogisk dokumentation" are report series of a more specialized nature. The latter includes, for example, bibliographical material, such as annual lists of the publications of educational research departments in Sweden.

RESEARCH TRAINING

The doctoral program in education contains four main components; (a) courses in theory and methods (20 points in all; 1 point is supposed to equal one week of full-time study); (b) special-topic courses (20 points); (c) individual reading in general and special areas (40 points); and (d) thesis work (80 points). In addition, the student is recommended to follow general seminars as well as special (tutor-group) seminars during the total study period.

Early in their studies the doctoral students take an introductory course intended to give an overall view of what educational research may mean as well as a course on documentation in which modern methods for documentary research, e.g. using computerized data bases, are introduced.

The individual reading program is supported by special reading seminars. We allow considerable freedom in the selection of reading materials and try to assist doctoral students in their choice of literature by

means of fairly comprehensive lists of useful books from recent years. The special-topic courses represent a smorgasbord of different possibilities, with a varying collection of dishes from year to year. They are intended to give the students information on different current research areas.

The special seminars are seen as an important part of the training. These are small-group conferences where a student can present his working plans and thesis in manuscript step by step for discussion in a small group headed by his individual tutor.

At present there are about 130 doctoral students registered at the department. However, many of them have full-time jobs (often as teachers) at the same time, which results in a fairly modest pace of study.

During the years 1969-1976, 37 theses for the old licentiate's degree were presented at our department; and during the years 1972-1992, 42 persons have taken the Ph.D. degree. The theses cover a diverse area of problems. Several thesis projects in progress deal with problems in child care and nursing.

Seven recent dissertations deal with: (a) Linking nursing education with research – Vision and reality. (Lena Derbring and Charlotte Stölten.) – (b) Developmental and aesthetic aspects of dance play. (Gunvor Digerfeldt.) – (c) Children of culture: Contrastive analyses of cultural patterns in attitudes towards children and youth in Sweden and Orissa, India. (Gudrun Ekstrand.) – (d) The IEA Study of written composition in Sweden. (Gert Löfqvist.) – (e) Treatment of children and young people with arrested identity development. (Poul Nissen.) – (f) Nursing and theoretical structures of nursing: A didactic attempt to develop the practice of nursing. (Liselotte Rooke.) – (g) When work was its own reward: A study from the perspective of women's history, of the kindergarten teacher as public educator. (Ingegerd Tallberg Broman.)

The following are a few examples of theses in progress: (a) The understanding of ecological processes in the comprehensive school. (Gustav Helldén.) – (b) The functions of the school library in the inquiry approach to studies in the comprehensive school. (Brigitte Kühne.) – (c) Early language stimulation of children. (Ann-Katrin Svensson.) – (d) The social context of hearing-impaired children in ordinary classrooms. (Anna-Lena Tvingstedt.)

ADDITIONAL INFORMATION

This brief summary is only intended to offer exemplifying glimpses of our activities. The contact persons listed above can provide further details. We will be happy to pass on information about reports which may be of special interest to anyone in need of more detailed knowledge about a special project or a particular problem area.

Anyone interested in receiving further information is welcome to write to us at the following address: Department of Educational and Psychological Research, Box 23501, S-200 45 Malmö, Sweden. (You may also reach us via telephone +46-40 32 50 00 or telefax +46-40 32 52 10.)

FURTHER EXAMPLES OF CURRENT PROJECTS

The presentations above do not include all current research and development work. The following is a supplementary list of examples of projects in progress. In the list, the researchers involved are arranged in alphabetical order.

Berg-de Jong, Marjanna: The pedagogy of buildings in pre-school education.

Bjerstedt, Åke & Yebio, Bereket: Immigrant students as resource persons.

Engström, Arne: How children construct their mathematical knowledge.

Erberth, Bodil: Educational drama in teacher education.

Gunnarsson, Bernt: Perspectives on pupils changing their school environment: From a traditional to an alternative environment.

Henrysson, Lennart: Vocational guidance and student counseling in the Swedish comprehensive school as viewed by pupils and school personnel.

Hjorth, Marie-Louise: Free play activities in the pre-school as viewed by the children.

Jivén, Lars M.: Information technology in education; International area studies.

Jönsson, Annelis: Evaluation of a project supporting young people with social handicaps.

Magne, Olof: Structural aspects of mathematics teaching.

Lemark, Börje: Distance education in teacher training.

Mehndiratta-Klason, Satya: Self-concept and the quality of social relations among elderly persons.

Namdar, Kamran: Teachers as global change agents.

Persson, Ann-Elise: Attitudes to video violence.

Persson, Bodil: The laboratory assistant: A female profession in the technology area.

Persson, Maja: Children and fear.

Persson, Sven: Children and child care as viewed by parents.

Rubinstein-Reich, Lena: Circle time in day care and early childhood education.

Schyberg, Solbritt: What do university teachers know about teaching university students?

Wiechel, Anita: Cooperation between pre-school, the junior stage of the comprehensive school and school-age day-care centers.

SOME REPORTS AND PUBLICATIONS IN ENGLISH

The list below gives some examples of reports and publications in English issued in recent years. More complete lists can be obtained from our department. Copies of reports and reprints can be ordered from Department of Educational and Psychological Research (attn: Tor Löthman), School of Education, Box 23501, S-200 45 Malmö, Sweden.

1) *"Studia psychologica et paedagogica"* (ISSN 0346-5926):

93. Löfqvist, G. The IEA Study of written composition in Sweden. Lund: Studentlitteratur, 1990.

2) *"Educational Information and Debate"* (ISSN 0479-7736):

89. Bjerstedt, Å. Perspectives on peace education: Interviews with experts from fourteen countries. Malmö: School of Education, 1990.

94. Bjerstedt, Å. Education for peace: Ten voices. Malmö: School of Education, 1991.

96. Bjerstedt, Å. Comprehensive peace education: A bibliography. Malmö: School of Education, 1992.

97. Bjerstedt, Å. Peace education around the world. Malmö: School of Education, 1992.

3) *"Didakometry"* (ISSN 0046-0230):

70. Löfgren, H. Bilingual instructions of immigrant children: A theoretical overview and results from empirical research. (December 1986.)

71. Sjödahl, L. Are attitudes only of theoretical interest? (April 1988.)

73. Magne, O. An experiment on preschool geometry. (November 1989.)

4) *"Educational and Psychological Interactions"* (ISSN 0070-9263):

100. Collinson, H., Masheder, M., Sewell, C., White, P. & The Project "Preparedness for Peace". British perspectives on peace education and its difficulties. ((January 1990.)

101. Bjurwill, C. Read and react: Perceptual-motor performance in football. ((March 1990.)

102. Melnikova, O. & Shirkov, Y. Image of the enemy: A description of the image of the enemy among the Soviet people by an associative technique. (March 1990.)

103. Juul, K. Comparing psychodynamic and behavioristic approaches in the management of aggression in children. (June 1990.)

104. Sjödahl, L. "We don't have the slightest idea". (David Hubel at a conference about the brain/mind problem.) (August 1990.)

106. Magne, O. Dysmathematics: Facts and theories concerning mathematics learning for handicapped pupils. (January 1991.)

107. Hettinga, C. A.-M. Education in the Netherlands: An outline of regular and special education focusing the situation of pupils and adults with disabilities. (May 1991.)

108. Keldorff, S. The image of the enemy – from an external, military to an internal, civilian enemy: A Danish pilot study exploring enemy images using an associative technique. (May 1991.)

109. Löfgren, H. Immigrant students in Sweden: A comparative study between different immigrant groups and a sample of Swedish students. (November 1991.)

110. Bjurwill, C. Football didactics. (November 1991.)

111. Sjödahl, L. Nursing research at Malmö School of Education during the 1960's and 1970's – results and suggestions for application. (March 1992.)

112. Ekstrand, G. (Ed.) Drop-out in schools in India: Minor Field Studies in Orissa 1990. (June 1992.)

5) *"Peace Education Reports"* (ISSN 1101-6426):

1. Bjerstedt, Å. (Ed.) Education for peace in the nineties: A conference report. (PEC/IPRA, Groningen, July 1990.) (November 1990.)

2. Thelin, B. Peace education: A tentative introduction from a Swedish perspective. (May 1991.)

3. Bjerstedt, Å. Peace education: A selective bibliography. (May 1991.)

4. Bjerstedt, Å. Conceptions of the future and education for responsibility. (February 1992.)

5. Bjerstedt, Å. (Ed.) Peace education: Glimpses from the EUPRA Conference in Firenze. (March 1992.)

6) *Peace Education Miniprints* (ISSN 1101-6418):

1. Bjerstedt, Å. (Ed.) Introducing the PEC network. (1990.)

2. Bjerstedt, Å. Peace education: Basic books – recent publications. (1990.)

3. Alexander, S., Garcia, C. & The Project "Preparedness for Peace". Peace education, social responsibility and social transformation. (1990.)

5. Roderick, T. & The Project "Preparedness for Peace". Stop and think! Dialogue, critical thinking skills and creative conflict resolution in peace education. (1990.)

6. Bjerstedt, Å. Towards a rationale and a didactics of peace education: Progress notes (1990) on the Project "Preparedness for Peace" in Sweden. (1990.)

7. Hicks, D. & The Project "Preparedness for Peace". Peace education, world studies, global futures. (1990.)

9. Preparedness for the future – preparedness for peace: Reports and miniprints from the Malmö School of Education. (1991.)

10. Boulding, E. & The Project "Preparedness for Peace". Education for world citizenship: Peace learning, empowerment into action, and transnational networks. (1991.)

12. Bjerstedt, Å. (Ed.) Books on peace education: A selective bibliography. (1991.)

13. Rogers, P., Ward, M. & The Project "Preparedness for Peace". Peace education and the development of teaching materials for peace and justice in Ireland. (1991.)

14. Bjerstedt, Å. (Ed.) Articles on peace education: A selective bibliography. (1991.)

15. Gerritsma, H.B., Verbaan, D. & The Project "Preparedness for Peace". Research and development related to peace education in the Netherlands: Views from the Polemological Institute, University of Groningen. (1991.)

16. Bjerstedt, Å. (Ed.) Psychological aspects of peace/war issues: A selective bibliography. (1991.)

17. Bjerstedt, Å. The difficulties of peace education. (1991.)

20. Bjerstedt, Å., Jensen, J.P., Keldorff, S., Melnikova, O., Shirkov, Y. & Wahlström, R. Enemy images among university students in four countries: A cross-national exploration using an associative technique. (1991.)

21. Bjerstedt, Å. (Ed.) Membership directory of the PEC Network. (1991.)

22. Okamoto, M., Rowinski, B. & The Project "Preparedness for Peace". Peace education: Perspectives from Japan and Poland. (1991.)

25. Calleja, J., Daffern, T. & The Project "Preparedness for Peace". Peace education: Perspectives from Malta and England. (1992.)

29. Hesse, P. & The Project "Preparedness for Peace". Enemy images, developmental psychology, and peace education. (1992.)

30. Bjerstedt, Å. Peace education and traditional school subjects. (1992.)

31. Collinge, J., L'Abate, A. & The Project "Preparedness for Peace". Peace education: Perspectives from New Zealand and Italy. (1992.)

32. Bjerstedt, Å. Peace education around the world at the beginning of the 1990s: Some data from questionnaires to Ministries of Education and members of the Peace Education Commission. (1992.)

7) *"Reprints and Miniprints"* (ISSN 0349-1188):

683. Bose, A., Walker, Z.J. & The Project "Preparedness for Peace". Peace education: Perspectives from Brazil and India. (1990.)

687. Kanet, K., Keen, J.P. & The Project "Preparedness for Peace". Quality education for citizenship, complexity, justice and human liberation: Two perspectives on peace education. (1990.)

689. Mitina, V. & The Project "Preparedness for Peace". Education for peace and mutual understanding: A perspective from the Soviet Union. (1990.)

690. Ekstrand, L.H. Bilingualism in education – A book review. (1990.)

691. Smoker, P. & The Project "Preparedness for Peace". Is it right for a teacher to be biased – towards avoidance of violence and environmental damage? A conversation on "peace education" and "education for peace" in a British context. (1990.)

692. Löfgren, H. & Löfqvist, G. Relationships between pupils' sociocultural background, instruction in school and writing achievement. (1990.)

693. Lipkin, H., Yarwood, R. & The Project "Preparedness for Peace". Education for peace as liberation vs. indoctrination: Do we, in fact, need some "unbalanced teaching" to achieve a "balanced learning"? (1990.)

701. Ekstrand, G. Children of Culture. (1990.)

708 Ekstrand, L.H. Children in India and Sweden. (1990.)

711. Rosenqvist, J. The function of schools for the mentally retarded in a labour market perspective: A study of societal objectives and classroom reality. (1990.)

712. Walton, W.T., Emanuelsson, I. & Rosenqvist, J. Normalization and integration of handicapped students into the regular education system: Contrasts between Sweden and the United States of America. (1990.)

715. Sjödahl, L. Are attitudes only of theoretical interest? (1991.)

727. Ekstrand, L.H. Alternatives to forest based fuel products – a pedagogical problem. (1991.)

730. Åberg, R., Mårtensson, K. & Jivén, L.M. The glazier: A craftsman's occupational role. (1991.)

738. Lemark, B. Hilda Taba and some features in the curricula for teacher education in Sweden concerning the upper secondary school. (1992.)

742. Bjurwill, C. Black and white: Split visions of the future among Swedish teenagers and adults. (1992.)

743. Readiness for peace – Readiness for the future: Reports and Miniprints from the Malmö School of Education. (1992.)

745. Sandling, I. Social networks: A comparison between two disabled families – in Malta and in Sweden. (1992.)

750. Ekstrand, L.H. The future of non-formal education for women in India: Problems and suggestions for a fruitful development. (1992.)

753. Ekstrand, L.H. Managing the social dimensions in social forestry. (1992.)

754. Krull, E. Updating the theoretical content of teacher preparation pertaining to educational subjects: Some recent developments in Estonia. (1992.)

755. Bjerstedt, Å. Conceptions of future threats and developments: Psychological starting points and educational possibilities. (1992.)

ISSN 1100-3391